

**THE EFFECT OF THINK ALOUD STRATEGY TOWARD
STUDENT'S READING COMPREHENSION**
(A Quasi-Experimental Research at the 7th Grade of MTS Al-Qur'aniyah
Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021)

THESIS

**Submitted as A Partial Requirements For Degree of *Sarjana* (S.Pd)
in English Study Program**



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MOTTOS

O you who believe! If you help Allah, He will help you and will make
your foothold firm.
(Q.S Muhammad :7)

La Tahzan, Innallaha Ma'ana.
Don't be sad, Allah is with us.
(Q.S. At-Taubah : 40)

Don't let the world messed your life up, but let your smile shines your
world.
(The Writer)

DEDICATION

The researcher would like to dedicate this thesis to:

- ✓ Allah SWT, as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongness, and believeness, in finishing this thesis.
- ✓ My beloved parents, my mother (Lili Kuryanti) and my father (Nir Suhadi) who always pray for me so, I can reach the successful, I do love you.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“The Effect of Think Aloud Strategy Toward Students Reading Comprehension (A Quasi Experimental Research at The 7th Grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021”** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies. I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, July 2021

Stated by,

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The researcher realizes that this thesis is till far from being perfect. The researcher hopes that this Thesis is useful for the researcher in particular and the readers in general.

Bengkulu, Juny 2021
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ABSTRACT

The problem faced by seventh graders at MTS Al-Qur'aniyah Manna Kabupaten Bengkulu Selatan is that students are not taught how to read effectively properly. In addition, their concern is about difficult and unfamiliar words that students find in reading section and in the end they do not know to find the main idea and specific information in the text. Based on the existing problems, the researcher tries to apply the learning model of TAS in reading comprehension in seventh grade. This research used quantitative method with a quasi-experimental research design, specifically by applying a group control pattern where two groups of reading comprehension, one of which apply the learning model using a TAS (Experimental Class) and the other apply learning model that focuses on teachers and books text. The population of this study was all students of class VII at MTS Al-Qur'aniyah Manna Kabupaten Bengkulu Selatan which consisted of 151 students, divided into five classes. After ensuring homogeneity, finally two classes were selected as the study samples: VII A (Experimental Class) and VII B (Control Class). Both the class consists of 25 students with an average grade of English subjects are almost similiar. The data of this study were analyzed by using statistical analysis on SPSS.16. The result of data analysis showed that using the TAS in reading comprehension have a significant effect on the students reading comprehension ability of grade VII students at MTS Al-Qur'aniyah Manna Kabupaten Bengkulu Selatan. This is evidenced by the results of the paired sample t-test, the average pre-test and post-test in the experimental class is 7.640 with a standard deviation of 3.627 and the t-obtained is 10.532. At a significant level of 0.05 degrees of freedom 24. It can be seen that the t-obtained value is higher than the t-table. It can be concluded that the hypothesis where H_a is accepted and H_o is rejected. Which means that there is an effect of think aloud strategy on students' reading comprehension with a significant value of $0.000 < \alpha$ that is 0.05. Able to improve students reading comprehension of seventh graders at MTS Al-Qur'aniyah Manna, Kabupaten Bengkulu Selatan.

Keywords : Think Aloud Strategy, Reading Comprehension

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ABSTRAK

Masalah yang dihadapi oleh siswa kelas tujuh di MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan adalah siswa tidak diajarkan cara membaca yang efektif dengan benar. Di Samping itu ,kekhawatiran mereka adalah tentang kata-kata familiar dan asing yang siswa temukan dibagian bacaan tersebut dan terakhir mereka tidak tahu menemukan ide pokok dan informasi spesifik dalam teks. Berdasarkan permasalahan yang ada, penulis mencoba menerapkan model pembelajaran TAS dalam pemahaman membaca di kelas tujuh. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian yaitu quasi eksperimen. khususnya dengan menerapkan pola rancangan grup control dimana dua kelompok pemahaman membaca, salah satunya menerapkan model pembelajarannya menggunakan TAS (Kelas Eksperimen) dan yang lainnya menerapkan model pembelajaran yang berfokus kepada guru dan buku teks. Populasi penelitian ini adalah seluruh siswa kelas VII di MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan yang berjumlah 151 orang, terbag I menjadi lima kelas. Setelah memastikan homogenitasnya, akhirnya dua kelas terpilih sebagai sampel penelitian: VII A (Kelas Eksperimen) dan VII B (Kelas Control). Keduanya terdiri atas 25 siswa dengan nilai rata-rata mata pelajaran bahasa inggris yang hampir sama. Data penelitian ini dianalisis dengan menggunakan analisis statistik pada SPSS.16. Hasil dari analisis data menunjukkan bahwa menggunakan TAS dalam pemahaman membaca memiliki pengaruh yang signifikan terhadap kemampuan membaca siswa kelas VII di MTS Al-Qur'aniyah Manna Kabupaten Bengkulu Selatan. Hal ini dibuktikan oleh hasil paired sample t-test, rata-rata pre-test dan post-test pada kelas eksperiment adalah 7,640 dengan standa rdevisi 3,627 dan t-obtained adalah 10,532. Pada tingkat signifikan 0,05 derajat kebebasan 24. Dapat dilihat bahwa t-obtained nilai lebih tinggi dari pada t-tabel. Dapat disimpulkan bahwa hipotesis dimana H_a diterima dan H_o ditolak. Yang artinya ada pengaruh strategi berpikir keras terhadap pemahaman membaca siswa dengan nilai signifikan $0,000 < \alpha$ yaitu 0,05. Mampu meningkatkan pemahaman membaca terhadap siswa kelas tujuh di MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan.

Kata Kunci : Strategi Berfikir Keras , Pemahaman Membaca

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading comprehension becomes very important in the education field, and students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading comprehension is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

There has been a great number of studies towards the effect of Think Aloud Strategy towards students comprehension in reading (Charters,2003) .However, the results varied across the regions since other aspects might play an important role. The influencing aspects were the teachers' ability and effectiveness in implementating Think Aloud Strategy to the students, the level of students enthusiasm and willingness to be engaged in the research process, and the characteristics of the individuals from any particular backgrounds, such as regions, cultures and ethnicities (Jahandar, Khodabandehlou, Seyedi & Abadi,2012). The gaps that the researcher intends to reduce through this research is the inquiry of how this method will give significant influence when applied to the students at Mts which is located in the rural area of Bengkulu. The result is expected to support, compare or even criticize the previos studies

conducted by other researchers. Moreover, the findings of this research is expected to provide solutions for the English teachers, especially those who are teaching English at the school where this research will be carried out.

After the researcher held pre-observation, which means that the researcher got preliminary data, it is from mam Ponda Sari Setiawati, S.Pd 12 February, 2019 as an English teacher at MTS Al-Qur'aniyah manna. The data that researcher collated by mam Ponda Sari Setiawati, S.Pd. Through an open interview with several students about the difficulties in reading comprehension, there were several problems found: first, students were not taught properly how to read effectively, second, their concerns were about the difficult words they found in the passage, third, they found so many unfamiliar words and the last they did not know how to find main ideas and specific information in the texts. The interview as conducted towards the students' at the 7th grade of MTS Al-Quraniyah Manna, Bengkulu Selatan in academic year 2020/2021 (Teacher & Students, 2019).

Apart from the results of interview, the researcher also collected the track records of reading scores of the students in their previous academic learning (2019). The average scores of the students at grade 7 was 5.8. It indicates that the results of the interview are supported by their scores in reading comprehension. After the preliminary research, the researcher compared several methods and strategies that meet the students need to upgrade their skills in reading. Finally, the researcher decided that

Think Aloud Strategy is the most effective one, since there are many advantages of strategy. It can be used (teacher to students, student to teacher, student to student) and expressed (on paper / sticky notes / on the board, large / small group) in a variety of ways, allows the opportunity for teachers to informally assess how students think and comprehend material, students are given a purpose and as a result able to read more effectively, students are encouraged to pause while they are reading and think about whether they understand and what steps they should take if they don't, and can be used with students of varying reading skills /levels.

Based on the problem and the benefits of the strategy, I am as the of this thesis is interested in choose this topic of using Think Aloud Strategy to increase students reading comprehension ability. In order to master reading comprehension, a teacher as an educator have to use good method in teaching learning process. In this case, the researcher conducted a study entitled ‘‘The Effect of Think Aloud Strategy Toward Students’ Reading Comprehension (*A Quasi-Experimental Research at the 7th grade of MTS Al-Qur’aniyah Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021*)’’.

B. Identification of Problems

Based on the background of the research, there were some problems appearing to be discussed. The problems were:

1. Students were not taught properly how to read effectively,

2. Their concerns were about the difficult words they found in the passage,
3. They found so many unfamiliar words and the last they did not know how to find main ideas and specific information in the texts.

C. Objectives and Significances of the Research

The research is aimed to find out if there is any significant effect of Think Aloud Strategy toward and students reading comprehension.

1. Theoretically

- a. The result of this study is expected to be able to widen the skill of teachers in using think aloud strategy in order to improve student's reading comprehension.
- b. As a reference to other researchers who want to study think aloud strategy more intensively in teaching reading.

2. Practically

The result of this study is suggested to apply the think aloud strategy to increase the students' competence in English reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Think Aloud

Think aloud is common strategy used for all students to help them develop comprehension. The main goal of reading is comprehension. Think aloud is one of strategies in teaching reading which can be apply to overcome the problem. Think aloud is teaching strategy that can improve the student reading comprehension. It will help students to comprehend text by finding information inside the text.

According to Afflerbach and Jhonston cited by Mckeown and Gentilucci, In this research, it decided to implement the think aloud strategy because it used as an instructional approach, and also because this strategy helped readers to comprehend more easily what being read by them. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process (Lilis Sholihah & Jusika Sari,2018).

Another definition According to Wade Think aloud is also a process in which readers report their thoughts while reading. Think aloud slow down the reading process and allow students to monitor their understanding of a text. According to Tinzman Think aloud is think aloud is students learn to monitor their thinking as they read an assigned passage. Students are directed by a series of questions which they think about and

answer aloud while reading (Hidayati,2015).Think aloud is one of the well-known strategies that teachers could use to teach metacognitive strategies . It was first proposed by Newell & Simon to evaluate learners' comprehension.

Furthermore, Alkhaleefah reviewed 41 studies using think aloud reporting to methods for the goal of highlighting the substantial overlap of taxonomies think aloud found in primary and second language studies, L1 and L2, respectively. Some other studies made a clear distinction between the concepts of think aloud and reading aloud (Yasemin Sonmes & Sulyaman Erkam Sulak,2018). In conclusion think aloud is thinking to the greatest possible extent to get the best way to achieve or get something that is desired.

The thinking aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process. By means of this strategy, students can be asked question to think aloud by the teachers during reading, and students' thoughts can be observed. Teaching the thinking aloud strategy ensures that students are aware of their own comprehension processes.

2. The Benefits of think aloud

Here are some benefit or advantages of think aloud strategy for students in teaching reading, it easy to use and research-based and helpsstudents reflect on what they've read, it can be used (teacher to student to teacher, student to student) and expressed (on paper / sticky

notes / on the board, large / small group) in a variety of ways, allows the opportunity for teachers to informally assess how students think and comprehend material, students are given a purpose and as a result able to read more effectively, then students are encouraged to pause while they are reading and think about whether they understand and what steps they should take if they don't. Think aloud can be used with students of varying reading skills / levels and able to differentiate instruction, then follows universal design for learning principles (provides multiple, varied, and flexible options for representation, expression, and engagement) reduces barriers to learning.

In conclusion, researchers have found that the think-aloud strategy significantly increases students' scores on comprehension tests, adds to students' self-assessment of their comprehension, and enhances students' abilities to select thinking processes to overcome comprehension challenges while they read.

3. Procedure of Think Aloud Strategy

- a. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.
- b. Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading.

- c. While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud.
- d. Coping strategies you can model include have student work with partners to practice think aloud when reading short passages of text (Hidayati, 2015).

4. Concept of Think Aloud Strategy

In this research, it was decided to implement the think aloud strategy because it was used as an instructional approach, and also because this strategy help readers to comprehend more easily what was being read by them. The think aloud “as a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text”, but they are not expected to analyze their behavior as in introspection (Nyayu Yuyu Suryani, 2018).

This metacognitive awareness (being able to think aloud about one’s own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success. By getting students to reflect on the process of thinking aloud as they read, we’re encouraging the words and comprehending the text.

B. Reading Comprehension

1. The Understanding of Reading Comprehension

Reading is one of the four basic language skill, it is a part or component of written communication, symbols sounds of language is converted into written symbols or letters (Otong Djauharie,2008). Reading is essentially a complex that involves many things (Dianne Meginnes,2005). It is not only recite the text, but also involves a visual activity, thinking psycholinguistics,and metacognitive (F Dubin,D.e.Eskey & W. Grabber,1986). As a visual process of reading is a process of translating written symbols to spoken words. As a process of thinking, reading includes the introduction of activities word, literal comprehansion, interpetion, critical reading , and creative insight. In modern society, reading is a part that cannot be excluded, because without this ability of our world will be closed and limited only to surrounding environment.

Reading is about understanding written text. It is complex activity that involves both perception and thought. In reading, there are two main stages; they are beginners and advanced stage. At the beginner stage, the chid's abillity to understand the regularity of the letter will have prerequisites that are psychological and neurological disorders. Psychologically, the students must have developed a cognitive ability that he has been able to distinguish a from another from. In neurology, students will not be possible to start reading

before the neuro-biology allows. F. Dubin explained the meaning of reading as "reading is primarily a cognitive process, which means that the brain does most of the work".

Reading comprehension is simply another expression for 'understanding' or is considered a way of talking about whether or not an individual has understood what he/she has read (Niharika Amarsinh Rana, 2014). Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to reach academic success.

Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the reader's existing knowledge and skill during reader-text interaction. And then, Reading comprehension is the result of the interaction between the reader's prior knowledge, the processes and strategies used to coordinate it, and the textual information employed to meet the text demands (Elena Gayo, 2014).

Reading is an active skill. It constantly involves question, predicting, checking, and asking oneself questions. This should be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the student's power of inference through systematical practice, or introduce questions which

encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs. There are two conflicting views about the reading process, it's between top-down and bottom-up processing.

2. **The Kinds of Reading Activity**

To help students develop communicative efficiency in reading, there are some activities used in the classroom to promote the development of reading skills in our learners. The discussions below center on the major types of reading activities that can be implemented as follow.

a. Discussion

Is probably the most commonly used in the speaking skills classroom activity. It is a common fact that discussion really useful activity for the teacher in order to activate and involve student in classroom teaching. Typically, students are introduced to a topic via reading, listening passage, or a video tape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like. Normally, people need time to assemble their thoughts before any discussion and that is something that needs to be considered. So, the teacher must take care in planning and setting up a discussion activity. There are several steps that should be done by the teacher before starting the discussion activity, that are: first planned grouping or pairing of students may

be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report result.

a. Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we scan like this, we don't read every word or stop when we see a word we don't understand; we read quickly and pause only to find the particular information we are looking for (Jonathan Sarwono & Yudhy Purwanto, 2013). It is a technique we often use when looking up a word in the telephone book or dictionary you search for key word or ideas in most cases, we know what we're concentrating on finding a particular answer. Scanning involves moving our eyes quickly down the page search specific words and phrase. Scanning is also used when we first find a resource to determine whether it will answer our questions. Once we've scanned the document. We might go back and skim it.

b. Skimming

Skimming for content is a useful skill that can help we read and comprehend faster. We can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text we can pick up on the main points of the

passage as well as the main idea of what the reading is about. Skimming is a process of speed reading that involve visually searching the sentences of a page for cues to meaning.

For some people , this come naturally, and usually may not be acquired by parctice. Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) tahn normal reading for comprehension and results in lower comprhension rates, especialy with information riceh reading material.

3. Aspect of Reading Comprhension

Three five aspects of reading comprhension:

a. Main Idea

Main idea is called the topic sentence . it tells the content of the paragraph . in other words, the main idea is the importen ideas that is devloped by the write throughout paragraph and sometimes are available in keywords in explicit in implicit message. Main ideas are often found at the begining of paragraphs. The first sentence often explains the subject being discussed in the passage. It is a statment that tells the author's point about the topic.

b. Specific information

Specific information or supporting idea is developed from the main idea by giving definitions for example, facts, comprehension, cause and effect that is related to the topic sentence.

c. Reference

It is refers to something else for their meaning . it was used to avoid unnecessary repetition of words or phrases. It means that such words are used to be signal to the reader to find the meaning elsewhere in the text or something is called pronoun (Jonathan Sarwono &Yudhy Purwanto,2013).

d. Inference

When reader adds information that be pr she already knows to what is stated, the reader is making an inference. In other words, the readers can make conclusion after reading the text.

e. Vocabulary

Barhat states that stock of words are used by person; calss of peopleprofesion is calledvocabulary. Cocerning with the statments indeedvocabulary is fundamental for everyone who wants to speak or to produce the utterance of reading.

C. Related Study

As the comparison of this reasearch, here the researcher of the Effect of Think Aloud Startegy Toward Students Reading Comprehension. The previous studies that has already discussed about reading think aloud strategy are Cardenas with title “ The Impact Of The Think Aloud Strategy In The English Reading Comprehension Of English Forigen Language of 10th Grade,Ni;mah with title “ The Effectiveness of Using Think Aloud Strategy Toward Student’s Reading Achievement in

Narrative Text Study At 7th Grade SMP Islam Durenan Trenggalek’’, and Alaraj with title “The Effectiveness of Using Think Aloud Strategy Toward Student’s Reading Achievement in Narrative Text Study At 9th Grade SMP Islam Durenan Trenggalek’’, and Alaraj with title’’Using Think Aloud Strategy To Improve English Reading Comprehension For 12th Grade Students In Saudi Arabia.

The first reasearch Cardenas , he found that the studies increased their engagement in the activities because of Think Aloud Strategy they could interact and construct meaning from the texts at once when they devloped the reading task. The second reasearch Ni’mah , she found that Think Aloud Strategy can increase student’s spirit in reading narrative text, and the last researcher Alaraj , in a similar way, he declare that think aloud strategy very useful to implement for 12th Grade Students In Saudi Arabia, because students can verbalizing all their thought in order to create understanding of reading texts.

From previous studies above, it can be said that after the treatment of Think Aloud Strategy Student’s core were more likely to show improvement. This indicates a positive outcome of students’ learning after give this kind f technique. So, the write will be conduct the present reasearch with entitled “ *The Effect Of Think Aloud Strategy Toward Reading Comprehension Study At 7th Grade Of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan In Academic Year 2020/2021.*’’

Tabel 1.1
The Previous Study

No.	Researcher	Title	Method	Similarities	Differences
1	Farit Nikmah	<i>The Effectiveness of Using Think Aloud Strategy Toward Student's Reading Achievement In Narrative Text Study At 7th Grade SMP Islam Durenan Trenggalek</i>	Quasi- Experiment		
2.	Mohammed Alaraj	<i>Using Think Aloud Strategy To Improve English Reading Comprehension For 12th Grade Student's In Saudi Arabia</i>	Quasi- Experiment	These research using think aloud strategy& reading comprehension	Grade Class
3.	Nur Anggolah	<i>The Effect of Think Aloud Strategy Toward Student Reading Comprehension Study At 7th Grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan In Academi Year 2020/2021</i>	Quasi- Experiment	.	

D. Research Hypothesis

Hypothesis is a prediction or temporary theory about what we expect to happen in the research and it could be examined. The hypothesis consist of two types, alternative hypothesis (Ha) and null hypothesis (Ho)

This research is to answer the question about the significance affect between reading comprehension using TAS and reading comprehension using non TAS method.

Therefore, writer proposes hypothesis as follows: Alternative Hypothesis

(Ha): There is asignificant effect toward student's reading comprehension between students who are taught by TAS model and those who are not. Null Hypothesis

(Ho): There is no significant effect towards student's reading comprehension between students who are taught by TAS model and those who are not.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting this research, the writer used an experimental research technique using two groups. The experimental group (EG) was taught using the TAS approach and the control group (CG) was taught using the conventional method usually used by the teacher for teaching reading comprehension. Donald A., Lucy J., Chris S., and Asghar R said that experimental research involves a study of the effect of the systemic manipulation for one variable (s) or another variable (Donald Ary,2010).

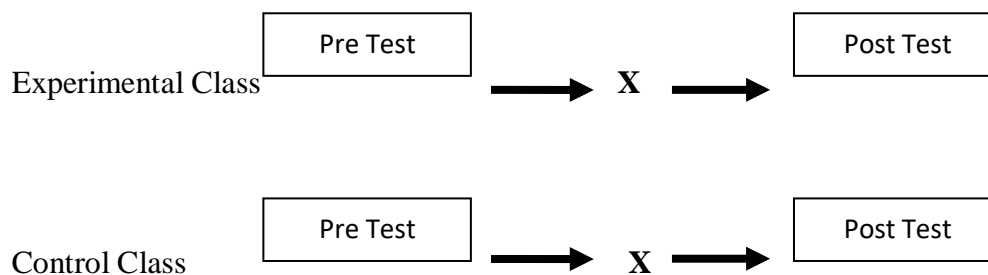
The research did two observations, before experiment and after experiment. The observation before experiment was called pre-test and the observation after experiment was called post –test. The researcher give the treatment to the experimental class which used Think Aloud Strategi Toward. Then, at the end of the treatment, the researcher administrated the result of pre-test and pos-test score to find out whether Think Aloud Strategy was effectives as one of alternative ways students' reading comprehension.

To find out the cause and effect of experimental subject was by comparing experimental and control groups in which experimental group was given the treatment (Think Aloud Strategy Toward), while the other was given conventionally method (Suryabrata Sumardi,2013). The main character of quasi- experimental research is the developement of true experimental design, whiche hascontrol group but it doesnot have full control to some variables from extrnalthat give some effects to the implementation of research (Sugiyono,2010).

In other words, quasi-experimental research is a kind of research design which

has control to be experimental group and it is not chosen randomly. In the beginning of this research, the researcher held pre- test in both experimental class and control class at the study at 7th grade of MTS Al-Quraniyah Manna to know their reading competences. After the treatment was given to the experimental, the researcher givepost-test to both experimental class and control class. Then the result of pre-test and post-test was compared. The implementation of researcher process can be seen in the diagram below:

Chart 3.1
Research Design Framework



Where:

X = Treatment (Think Aloud Strategy)

Xo = Without treatment

B. Population and Sample

The researcher held this research at study at 7th Grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan. The location of this research is Manna Bengkulu Selatan. This research willheld in academic year 2020/2021.

1. Population

population as “ the total number of units from which data can be

collected", such as individuals, artifacts, events or organizations. The population of this research will be the students of the study at 7th grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan. Population is a generalization area consisting of object/ subject that have certain qualities and characteristics that are determined by research to be studied and then draw conclusion (Sugiyono, 2018). It means that population of this research consisted of 151 students of the study at 7th grade MTS Al-Quraniyah Manna

Tabel 3.2
Distribution of Population

Class	Male	Female	Total
VII A	15	15	30
VII B	15	13	28
VII C	11	20	31
VII D	14	18	32
VII E	10	20	30
Total	65	86	151

2. Sample

Sampling is the technique of taking sample out of population. There are some criteria to select the sample. They are the members of the selected groups have similar characteristics such as the number of the students, capability, age, mean score, and the same of English teacher.

The sample taken by the researcher of this research was two classes from study at 7th grade of MTS Al-Quraniyah Manna. In this research, the researcher used purposive sampling. Purposive Sampling is a technique for determining sample with particular consideration (Sugiyono, 2018). In purposive sampling, the two groups of classes must have same or almost same capability. In other words,

propulsive sampling does not simply study with ever available but rather use their judgment of selector sample that they believe, base on prior information, will provide the data they need. The researcher took two classes that were divided into two groups. The first class was the experimental class (VII A) which consist 25 students and the second was control class (VII B) which consist of 25 students

C. Technique of Collecting Data

The researcher gained the data student's reading comprehension by giving them the test related to the topic of descriptive text in reading comprehension. There were two kinds of tests in this researcher, first was pre-test and second one was post-test. Both of the test were the test that measured by using try out test that related to the reading test.

The test consists of twenty (25) items which was multiple choice forms. Pre-test was administered before the researcher gave the treatment to experimental class while post-test was administered after the treatment was given to experimental class. The researcher conducted two tests, pre-test and post-test from both classes that were chosen as sample to find out the effect of think aloud strategy toward student's reading comprehension.

D. Instrument of Research

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared.

1. Reading Test

Related to the research problems, the writer used reading test as an instrument. States that a test is a set of stimuli present to an individual in order to elicit responses on the basis of which a numerical score can be designed. Moreover, states that the test used must be appropriate in terms of our object, the dependable evidence it provides, and applicable to our particular situation. In this case, the researcher gave the students a reading test using the Think aloud strategy (David Nunan, 1992). This study aimed at knowing the students' achievement in Reading Comprehension, where the students were asked to tell by using the Think aloud Strategy was used to make the students' achievement in reading comprehension.

2. Observation Sheet

One of the data collection techniques will be used in this research is observation. Observation is the activity to get and complete the data in a quantitative approach. It means that the researcher comes to the field to observe what is going on in the field. This is in line with Donald Ary's statement that "observation is a basic method for obtaining data in quantitative" (Ary & Donald, 2010).

Observation by Arikunto includes the activity of focusing the attention on an object by using all the senses. This technique is done by observing and taking notes carefully. The types of observations are structured observation, unstructured observation, participant observation, and nonparticipant observation (Arikunto & Suharsimi, 2010),

There are some types of specific observation. The first one is participant observation. It means the activities of a group in which an observer himself/herself participates, follows and notes the situation. The second one is non

participant observation. It means that the observer will not follow all of activities in the observation place. The third one is controlled observation. In this type, the observer as the controller in the observation place.

In this research, the researcher will conduct non participant observation, in which the researcher as the passive participant. It means that the researcher will not involve herself in the subject activities in the classroom.

In doing the observation, there are three instruments will be use by the researcher. They are as follows.

a. Field note

Field notes is a kind of notes that usually the teacher used when they directly observes the sample. Field note is highly recommended in quantitative research because this quantitative research is contextual. This in line with Julia Phillippi, she saying that “field notes are widely recommended in quantitative research as a means of documenting needed contextual information” (Julia Phillippi, 2017).

The function of field notes is to catch something happen that may not be adequately captured through the audio-recording when the researcher do observation and interview. Field notes should not need be formal, but they should be maintained and secured in a similar manner to audio tapes and transcripts, as they contain sensitive information and are relevant to the research.

3. Interview

Interview is data collection method in which there is a dialogue between an interview and interview which talk about the content of observation. There are some types of interview such as face to face and telephone interview. This is line

with Creswell saying that “the researcher conduct face to face with participants, telephone interview or engage in focus group interview (Creswell john,2008).

According to Esterberg in Sugiyono (2013) interview is a meeting of two people to exchange information and ideas through question and answer, so it can be constructed meaning in a particular topic. Interviews are conducted in depth and structured to the subject of research with guidelines that have been made, each respondent was given the same question and the data collector recorded it. Based on the opinion above it is clear that the interview is used for data collection techniques if the researcher wants to do a preliminary study to find the problems that must be examined.

By doing this interview, firstly, researcher use this as small preliminary study to decide and strengthen the problem of the study. Secondly, researcher will collect some data related to students’ speaking ability and student knowledge about compound words its self. This interview will be an open disciplinary and informal conversation interview. The question will be like “what do you know about compound words?”, “how often do you use compound words?” etc. to measure how far the student know about compound words.

4. Validity and Reliability Test

In general, validity is the extent to which a test measures what it claims to regarding to compare between the instrument contents and the material that had been given (Umar Husin,2007).The results of the research are validity if there is a similiarity between the data collected and the data that actualy occurs on the object under study (Sugiyono,2018). Reliability is the extent to which the test measures accurately and consistently (Jhown Creswell,2014).A valid instrument is that it measures what is supposed to measure. This means that validity is

probably the single most important aspect of the design of any measurement instrument in educational research. In the other hand, the reliable instrument gives the consistent results. This consistency would give the researcher confidently that the results actually represents the achievement of the individuals involved. Realibility and validity are two criteria used to judge the quality of all pre-establishes quantitative measures.

5. Research Procedure

The research procedures intended here was the procedures of teaching and learning process in the classroom. The researcher used the procedure for the treatment class that had been conducted for six meeting. In general, the step of think aloud strategy procedures were similiar as others. What makes it different was the steps on while activity. the procedure of think aloud strategy.

1. Pre-tes

Before applying think aloud strategy, the researcher give the pre-tes to both the experimental class.

The test given will used to see the studen't reading comprehension.

2. Treatment (Experimental Only)

a. Experiment Class

1. Implementation procedures

The implementation procedures of think aloud strategy activity in the classroom that were carried out by the researcher were as follows:

Table 3.3
Procedure of Think Aloud Strategy

Phases	Think Aloud Strategy	
	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher greets the students. • Teacher checks the student's attendant list. • Teacher asks the students some questions about the topic being learnt at that day. • Teacher tells the objective that should be achieved. 	The students pay attention
Pre Teaching	<ul style="list-style-type: none"> • Teacher sets the class management by making the students into several group discussion(Learning Community). • Teacher doing asking-answering question around the student's assignment (questioning). 	<ul style="list-style-type: none"> • Students perform observation on how the descriptive text. • Students write their prior knowledge into a sheet that has given by teacher. • Students discuss their observation in their group. • can asking-answering the question from other groups or teacher.
While Teaching	<ul style="list-style-type: none"> • Teacher observes the student's discussion about the topic that has been given for them. 	<ul style="list-style-type: none"> • Students discuss their observation in their group. • Students can asking-answering the question from other groups or teacher.
Post Teaching	<ul style="list-style-type: none"> • Teacher doing reflection or feedbacks in question from answer around problem or the difficulties encountered students as well and giving the solution.(reflection) • Construct activities that have been done (evaluation). 	<ul style="list-style-type: none"> • Students conclude their discussion result or their own information about descriptive text.

a. The Class Control

In the control class, the researcher gave the same topic as the experimental class without applying think aloud strategy and reading comprehension. The researcher taught students by employing indirect method which the teacher usually used. The researcher did some steps as follows: (1) the researcher checked the student's attendance list; (2) the researcher gave the material of descriptive text to the students; (3) the researcher explained the whole the text and asked the students to translate all the passage; (4) the researcher asked the students to read the text and answered the question of the text.

3. Post-Test

After the researcher gave the treatment to the experimental class, the researcher gave post-test to both experimental class and control class. The purpose of post-test was to know the effect of think aloud strategy toward student's reading comprehension.

E. Technique of Data Analysis

After collecting the data, the researcher compared the post-test score from both the classes to know the average of gained score. The higher gained score indicated the effect of think aloud strategy toward student reading comprehension. To know significant effect between student reading comprehension score taught by think aloud strategy and those who were taught conventionally, the researcher used Statistical Package for the Social Science (SPSS) Students Version 16.0 for window to analyze the data (Sufren & Yonathan Natanael, 2002). In analyzing data the researcher used analysis paired samples.

Before doing the regression analysis, there were some requirements that should be done by the researcher.

1. Test of normality

Normality test in an effort to determine that the data variabel is normal or not the normality of data should be tested first by using statistical kolmogorov.-smirnov before the researcher analyzing the data by using regression analysis.

2. Test of homogeneity

Test of homogeneity is applied to know whether the data is homogenous or not . if the data from both classes (experimental and control calss) are homogenous, so the researcher might apply the treatment.

CHAPTER IV

RESULT AND DISCUSSION

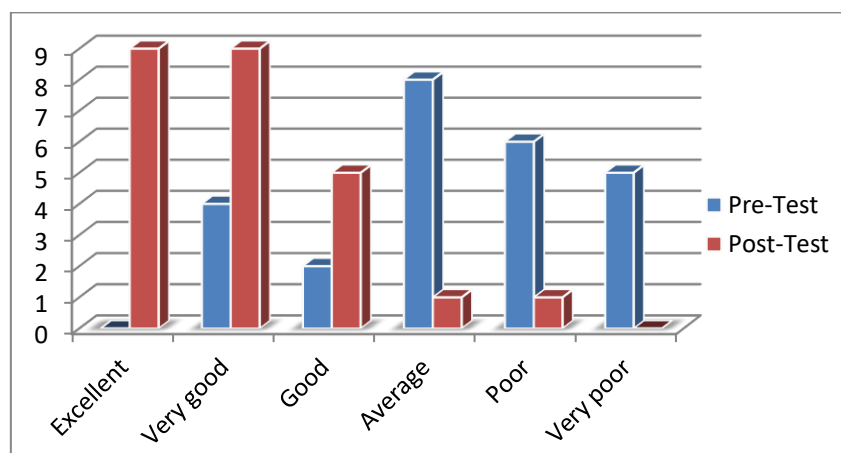
A. Result

This chapter is about the result and the discussion of analysis data of the research. The result of the study were obtained based the data analysis. The data were the scores of student's reading comprehension (descriptive text) which was taken from pre-test and post-test that was given to both experimental and control classes. After getting the data, it was analyzed by using SPSS and analysis paired samples test. The description of the whole analysis was described in this chapter.

1. The Description of Pre-Test and Post-Test Score in Experimental Group

Graphically, the total score of students' pre-test and post-test in the experimental group can be see on figure below.

Figure 4.1 Students' Reading Score in Experimental Class



Based on the figure above, it can be seen that during the pre-test experimental class there were 4 students whose reading comprehension results were in the very good category and not in the excellent category, while in post-test the control class students

whose reading comprehension get very good results were 9 people and for the excellent 9 people.

Table 4.1
Score Distribution In Experiment Class

Interval Percentage	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
21-22	Excellent	0	0%	9	36%
18-20	Very Good	4	16%	9	36%
15-17	Good	2	8%	5	20%
12-14	Average	8	32%	1	4%
9-11	Poor	6	24%	1	4%
5-8	Very Poor	5	20%	0	0%

Based on the table above, the result of pre-test in experiment class was: there was 0 (0%) students in very good qualification, 4 (16%) students in good qualification, 2 (8%) students in average qualification, 8 (32%) students in poor qualification, 6 (24%) and students in very poor qualification, 5 (20%). Meanwhile, in post-test, there were 9 (36%) students in excellent qualification, 9 (36%) students in very good qualification, 5 (20%) students in good qualification, 1 (4%) student in average qualification, 1 (4%) students in poor qualification, 0 (0%) and students in very poor qualification.

2. The Description of Pre-Test Score and Post-Test Score in the Control Group

Graphically, the total score of students' pre-test and post-test in the control group can be seen on figure below.

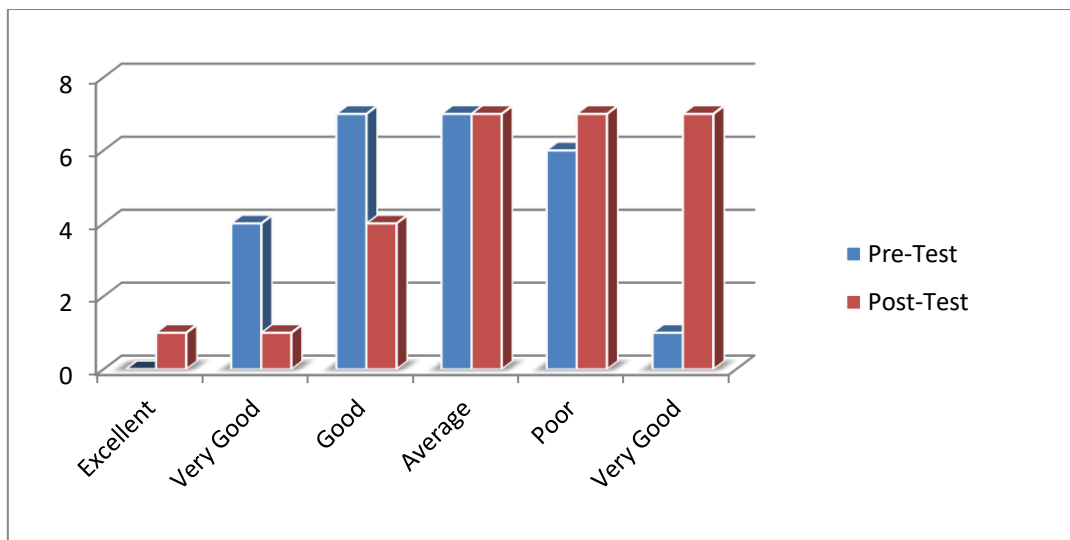


Figure 4.2 Students' Pre-Test and Post-Test Score in Control Class

Based on the figure above, it can be seen that during the pre-test control class there were 4 students whose reading comprehension results were in the very good category and not in the excellent category, while in post-test the control class only 1 students whose reading comprehension was very good and only 1 person in the excellent category.

**Table 4.2
Score Distribution in Control Class**

Interval Percentage	Category	Pre-Test		Post-Test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
21-22	Excellent	0	0%	1	4%
18-20	Very Good	4	16%	1	4%
15-17	Good	7	28%	4	16%
12-14	Average	7	28%	7	28%
9-11	Poor	6	24%	7	28%
5-8	Very Poor	1	4%	7	28%

Based on the table above, the result of pre-test in control class was: there was 0 (0%) students in very good qualification, 4 (16%) students in good qualification, 7 (28%) students in average qualification, 7 (28%) students in poor qualification, 6 (24%) and students in very poor qualification, 1 (4%). Meanwhile, in post-test, there were 1 (4%) students in excellent qualification, 1 (4%) students in very good qualification, 4 (16%) students in good qualification, 7 (28%) student in average qualification, 7 (28%) students in poor qualification, 7 (28%) and students in very poor qualification.

1. The Normality of the Data

Before analyzing the data, the normality of the data should be measured. It can be seen on the charts below.

a. The Result of Pre-Test Score Normality Test

The result of normality data test for pre-test and post-test score control class in demonstrated in Table 4.9

Tabel 4.3
Normality Tests of Pre-Test Control Class

One-Sample Kolmogorov-Smirnov Test

		Precont	Pretest	Postco nt	Post test
N		25	25	25	25
Normal	Mean	13.20	11.36	12.92	19.00
Parameters ^a	Std. Deviation	3.175	3.684	3.226	2.858
Most	Absolute	.115	.152	.172	.220
Extreme	Positive	.087	.099	.172	.140
Differences	Negative	-.115	-.152	-.143	-.220
Kolmogorov-Smirnov Z		.573	.759	.861	1.100
Asymp. Sig. (2-tailed)		.898	.611	.449	.178
a. Test distribution is Normal.					

As Table 4.9 indicates the significance values of control class pre-test score calculated by Kolmogorov-Smirnov test formula were 0,898, respectively. It means that they are higher than the level of significance 0,05. So , it can be assumed that the data in pre-test results were distributed normally.

b. The Result of Pre-Test Score Normality Test

Table 4.4
The Normality of Pre-Test Score in Experiment Class

One-Sample Kolmogorov-Smirnov Test

		prekon	preeks	Postkont	posteks
N		25	25	25	25
Normal Parameters ^a	Mean	13.20	11.36	12.92	19.00
	Std. Deviation	3.175	3.684	3.226	2.858
Most Extreme Differences	Absolute	.115	.152	.172	.220
	Positive	.087	.099	.172	.140
	Negative	-.115	-.152	-.143	-.220
Kolmogorov-Smirnov Z		.573	.759	.861	1.100
Asymp. Sig. (2-tailed)		.898	.611	.449	.178
a. Test distribution is Normal.					

As Table 4.10 indicates the significance values of experiment class pre-test scorecalculated by Kolmogorov-Smirnov test formula were 0,611,respectively. It means that they are higher than the level of significance 0,05. So , it can be assumed that the data in pre-test results were distributed normally.

c. The Result of Post-Test Score Normality Test

Table 4.5
The Normality of Post-Test Score in Control Class
One-Sample Kolmogorov-Smirnov Test

		prekon	preeks	Postkont	posteks
N		25	25	25	25
Normal Parameters ^a	Mean	13.20	11.36	12.92	19.00
	Std. Deviation	3.175	3.684	3.226	2.858
Most Extreme Differences	Absolute	.115	.152	.172	.220
	Positive	.087	.099	.172	.140
	Negative	-.115	-.152	-.143	-.220
Kolmogorov-Smirnov Z		.573	.759	.861	1.100
Asymp. Sig. (2-tailed)		.898	.611	.449	.178
a. Test distribution is Normal.					

As Table 4.11 indicates the significance values of control class pre- test score calculated by Kolmogorov-Smirnov test formula were 0,449, respectively. It means that they are higher than the level of significance 0,05. So , it can be assumed that the data in pre-test results were distributed normally.

d. The Result of Post-Test Score Normality Test

Table 4.6
The Normality of Post-Test Score in Experiment Class
One-Sample Kolmogorov-Smirnov Test

		prekon	preeks	postkont	posteks
N		25	25	25	25
Normal Parameters ^a	Mean	13.20	11.36	12.92	19.00
	Std. Deviation	3.175	3.684	3.226	2.858
Most Extreme Differences	Absolute	.115	.152	.172	.220
	Positive	.087	.099	.172	.140
	Negative	-.115	-.152	-.143	-.220
Kolmogorov-Smirnov Z		.573	.759	.861	1.100
Asymp. Sig. (2-tailed)		.898	.611	.449	.178
a. Test distribution is Normal.					

As Table 4.12 indicates the significance values of experiment class pre test score calculated by Kolmogorov-Smirnov test formula were 0,178, respectively. It means that they are higher than the level of significance 0,05. So, it can be assumed that the data in pre-test results were distributed

2. The Homogeneity of the Data

Table 4.7
Test of Homogeneity of Variances

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
prekon	4.281	4	17	.414
postkont	1.624	4	17	.214
preeks	1.878	4	17	.208
posteks	2.719	4	17	.350

From the SPSS output in both the table 4.13 above , it can be seen that levene statistic test was 0,414,-214, 0,208 , 0,350, and it was higher than 0,05. In other word, it is concluded that the data Variances are homogeneous or equal.

3. The Statistical Analysis of Pre-Test and Post-Test

a. The Statistical Analysis of Pre-Test and Post-Test Experiment Clas

1. Average

Table 4.8
The Statistical of Analysis Paired Samples Experiment
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 preeks	11.36	25	3.684	.737

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 preeks	11.36	25	3.684	.737
posteks	19.00	25	2.858	.572

Based on the statistics of Paired Samples in the experimental class, the average pretest of the results of the research in the experimental class is 11.36 and the standard deviation is 3.684. So, the average post-test in the experimental class is 19 and the standard deviation is 2.858.

b. The Statistical Analysis of Pre-Test and Post-Test Control Class

1. Average

Table 4.9
The Statistical of Analysis Paired Samples Control
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 prekon	13.20	25	3.175	.635
postkont	12.92	25	3.226	.645

Based on the Paired Samples statistic for the Control Class, the average pretest result in the control class was 13.20 and the standard deviation was 3.175. The average posttest in the control class is 12.92 and the standard deviation is 3.226.

3. The Test Hypothesis of Experiment Class

Table 4.10
The Analysis Paired Samples Test Experiment
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 preeks - posteks	7.640	3.627	.725	-9.137	-6.143	10.532	24	.000

The results of the paired sample t-test, the mean between the pretest and post-test in the experimental class was 7.640 with a standard deviation of 3.627 and the t-obtained was 10.532. At a significant level of 0.05 degrees of freedom 24. It can be seen that the t-obtained value is higher than the t table. So, it can be concluded that the hypothesis is accepted where H_a is accepted and H_o is rejected, which means there is the effect of think aloud strategy toward students reading comprehension at the 7th grade students of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021 with a significance value of $0.000 < \text{value}$, which is 0.05

4. The Test Hypothesis of Control Class

Table 4.11
The Analysis Paired Samples Test Control Class
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 prekon - postkont	.280	4.632	.926	-1.632	2.192	.302	24	.765

The results of the paired sample t-test, the mean between the pretest and post-test in the control class was 0.280 with a standard deviation of 4.632 and the t-obtained was 0.302. At a significant level of 0.05 degrees of freedom 24. Then it can be seen that the t-obtained value is lower than the t-table. So, it can be concluded that there is no effect of think aloud strategy toward students reading comprehension study at the 7th grade of MTS Al -Quraniyah Manna, Kabupaten Bengkulu Selatan in the academic year 2020/2021.

B. Discussion

The results of the study indicate that there are differences in reading comprehension between using think aloud strategy and not using think aloud strategy toward students reading comprehension at the 7th grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in the academic year 2020/2021.

This difference indicates that in the experimental group, learning using think aloud strategy can improve students' reading comprehension at the beginning, but after learning using think aloud strategy toward students reading comprehension at the 7th grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in academic year 2020/2021 reading comprehension increased 4. Students who previously had low reading comprehension increased to high.

The results also show that think aloud strategy gives the effect toward students reading comprehension at the 7th grade of MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in the academic year 2020/2021. Where in the use of this think aloud strategy students are more interested in learning so that it helps children understand and understand the learning material presented by the teacher.

The statistical computations on the pre -test scores of the experimental and control group using SPSS 16 for windows showed that it was found that test count(4,880) and t-table (2,021). Based on the data above, we can concluded that there was significant different of post test result between both control class and experimental class. We could see the improvement made by the students after using think aloud strategy in increasing students' reading comprehension. Then, we also found that was significant effect of think aloud strategy in increasing students reading skill. It can

looked at the highest score of experimental class achievement than the control class which were not using the think aloud strategy.

C. Limitation of the Research

The scope of this reasearch is limited to subject at first grade students of MTS AL-Quraniyah Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021 and object (Think Aloud Strategy Toward Student Reading Compehension)

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The results of the paired sample t-test, the mean between the pretest and posttest in the experimental class was 7.640 with a standard deviation of 3.627 and the t-obtained was 10.532. At a significant level of 0.05 degrees of freedom 24. It can be seen that the t-obtained value is higher than the t-table. It can be concluded that the hypothesis is accepted where H_a is accepted and H_o is rejected, which means that there is an effect of think aloud strategy toward students reading comprehension at the 7th grade of MTS Al-Quraniyah Manna, Kabupaten Bengkulu Selatan in the academic year 2020/2021 with a significance value of $0.000 < \alpha = 0.05$.

B. Suggestion

Based on the results of research conducted by researchers regarding the effect of think aloud strategy toward students reading skill study at 7th grade of

MTS Al-Quraniyah Manna Kabupaten Bengkulu Selatan in the academic year 2020/2021, there are several suggestions that researchers can convey to make it even better in the future. , among others:

1. To the user of the teaching method

Think aloud strategy toward students reading skill study at 7th should be used according to the needs of each student, it is necessary to make adjustments to the abilities that have been achieved by students.

2. To Advanced Researchers

Advanced researchers are still very much needed to test the effectiveness of the learning strategies developed by continuing the development to the next implementation and dissemination stage.

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Pre Test Eksperimen

No.	Nomor Item Kuesioner																									Jumlah	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	5	
2	1	1	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	11	
3	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	15	
4	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	13	
5	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	9	
6	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	13	
7	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	7	
8	0	1	0	0	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	1	1	0	1	0	0	9	
9	0	1	1	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	0	0	8	
10	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	18	
11	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	18	
12	0	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	1	1	0	0	14	
13	1	0	0	0	0	1	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1	1	1	12	
14	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	9	
15	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	13	
16	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	5	
17	1	1	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	1	1	1	11
18	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	15	
19	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	13	
20	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	5	
21	1	1	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	11	
22	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	15	
23	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	13	
24	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	9	
25	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	13	

Pre Test Control

No.	Nomor Item Kuesioner																									Jumlah	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	11	
2	0	1	1	0	0	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	0	12	
3	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	15	
4	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	16	
5	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	9	
6	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	13	
7	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	7	
8	1	1	0	0	0	1	1	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1	0	1	13	
9	0	1	1	0	0	0	1	1	0	0	0	1	1	0	0	1	1	0	0	0	1	1	0	0	0	10	
10	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	1	18
11	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	18
12	0	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	0	0	14
13	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	16
14	0	0	1	0	0	1	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	1	0	0	0	9
15	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	19
16	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	1	11
17	0	1	1	0	0	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	12
18	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	1	15
19	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	16
20	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	1	11
21	0	1	1	0	0	1	0	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	12
22	1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	0	0	1	1	1	0	0	1	1	1	1	15
23	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	16
24	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	9
25	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	1	1	0	1	1	13

Post Test Eksperimen

No.	Nomor Item Kuesioner																									Jumlah		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	19		
2	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	17	
3	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	19	
4	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	
5	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	16	
6	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	
7	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	19	
8	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	19	
9	0	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	11	
10	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	21	
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	
12	0	1	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	0	0	14
13	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	22	
14	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	19	
15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	
16	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	19	
17	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	17	
18	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19	
19	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	
20	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	19	
21	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	17	
22	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19	
23	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	21	
24	0	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	0	16	
25	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	

Post Test Kontrol

No.	Nomor Item Kuesioner																									Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	15
2	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	10
3	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	13
4	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	11
5	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	12
6	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	11
7	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	20
8	0	1	0	1	1	0	1	1	0	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0	12
9	0	1	1	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	0	0	1	0	0	0	0	11
10	1	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	0	1	15
11	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	22
12	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	7
13	1	0	0	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	1	1	1	15
14	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	16
15	0	1	0	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	0	12
16	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	15
17	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	10
18	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	13
19	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	11
20	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	15
21	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	0	0	10
22	1	0	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	1	13
23	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	11
24	0	1	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	12
25	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	11

The Result Observation Pre-Test Control Class

No Respondent	Result
1	11
2	12
3	15
4	16
5	9
6	13
7	7
8	13
9	10
10	18
11	18
12	14
13	16
14	9
15	19
16	11
17	12
18	15
19	16
20	11
21	12
22	15
23	16
24	9
25	13
Σ	330
Average	13,2

The Result Pre-Test Class Experiment

No Respondent	Result
1	5
2	11
3	15
4	13
5	9
6	13
7	7
8	9
9	8
10	18
11	18
12	14
13	12
14	9
15	13
16	5
17	11
18	15
19	13
20	5
21	11
22	15
23	13
24	9
25	13
Σ	284
Average	11,36

The Results Observation Post0Test Control Class

No Respondent	Result
1	15
2	10
3	13
4	11
5	12
6	11
7	20
8	12
9	11
10	15
11	22
12	7
13	15
14	16
15	12
16	15
17	10
18	13
19	11
20	15
21	10
22	13
23	11
24	12
25	11
Σ	323
Average	12,92

The Result Observation Post-Test in Experimental Class

No Respondent	Result
1	19
2	17
3	19
4	21
5	16
6	22
7	19
8	19
9	11
10	21
11	24
12	14
13	22
14	19
15	22
16	19
17	17
18	19
19	21
20	19
21	17
22	19
23	21
24	16
25	22
Σ	475
Average	19

Reliability Statistics

Cronbach's Alpha	N of Items
.747	25

VALIDITY AND RELIABILITY TEST

Uji validitay

Soal	Corrected item- total correlation	R tabel (N=23)	Keterangan
S1	.728	0,3365	Valid
S2	.699	0,3365	Valid
S3	.679	0,3365	Valid
S4	.685	0,3365	Valid
S5	.747	0,3365	Valid
S6	.760	0,3365	Valid
S7	.679	0,3365	Valid
S8	.385	0,3365	Valid
S9	.647	0,3365	Valid
S10	.645	0,3365	Valid
S11	.797	0,3365	Valid
S12	.760	0,3365	Valid
S13	.679	0,3365	Valid
S14	.247	0,3365	Valid
S15	.730	0,3365	Valid
S16	.860	0,3365	Valid
S17	.728	0,3365	Valid
S18	.679	0,3365	Valid
S19	.685	0,3365	Valid
S20	.547	0,3365	Valid
S21	.629	0,3365	Valid
S22	.760	0,3365	Valid
S23	.679	0,3365	Valid
S24	.680	0,3365	Valid
S25	.649	0,3365	Valid

Validity

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1	19.67	22.920	.728	.801
2	19.40	24.890	.699	.721
3	19.80	23.890	.679	.784
4	19.93	25.168	.685	.820
5	19.97	25.068	.747	.809
6	19.63	23.689	.760	.903
7.	19.80	23.890	.679	.657
8.	19.83	25.168	.385	.579
9.	19.95	25.068	.647	.884
10.	19.83	25.164	.645	.726
11.	19.95	25.098	.797	.750
12.	19.68	23.689	.760	.826
13.	19.70	23.890	.679	.793
14.	19.97	25.068	.247	.609
15.	19.63	23.689	.730	.903
16.	19.77	23.658	.860	.932
17.	19.67	22.920	.728	.801
18.	19.80	23.890	.679	.684
19.	19.93	25.168	.685	.680
20	19.97	25.068	.547	.809
21.	19.21	23.894	.629	.663
22.	19.63	23.689	.760	.803
23.	19.80	23.890	.679	.763
24	19.75	25.199	.680	.782
25	19.89	25.178	.649	.777

Based on the validity test above, it can be seen that the statement of all corrected item values -Total Correlation > r tabel (0,3365) which means the statement item is valid.

SYLLABUS
&
LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMP
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VII A
Alokasi Waktu : 2 x 45 (3 Pertemuan)

A. Tujuan Pembelajaran

1. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda
- Memahami teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda

LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Orientasi	Penguatan Pendidikan Karakter , Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/ <i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ <i>tema/kegiatan</i> sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema// projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	<ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	

<p>Orientasi Peserta Didik Kepada Masalah</p>	<p>Literasi</p> <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Melihat (tanpa atau dengan alat) <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> ❖ Mengamati(<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) ❖ Membaca(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <i>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi</i> ❖ Mendengar pemberian materi oleh guru ❖ Menyimak, (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
<p>Mengorganisasikan Peserta Didik</p>	<p>Critical Thinking (Berpikir Kritis):</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
<p>Membimbing Penyelidikan Individu Dan</p>	<p>Collaboration (Kerja Sama):</p> <ul style="list-style-type: none"> ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi,

Kelompok	mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	<p>Communication (Komunikasi)</p> <ul style="list-style-type: none"> ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	<p>Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa berkaitan dengan materi yang akan selesai dipelajari

B. Tujuan Pembelajaran

2. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami struktur teks dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana
- Memahami teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda

LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Orientasi	Penguatan Pendidikan Karakter , Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/ <i>tema/kegiatan</i> pembelajaran yang akan dilakukan

	dengan pengalaman peserta didik dengan materi/ <i>tema/kegiatan</i> sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materitema// proyek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	<ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta Didik Kepada Masalah	<p>Literasi</p> <ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Melihat (tanpa atau dengan alat) <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> ❖ Mengamati(<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i>) ❖ Membaca(dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <i>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi</i> ❖ Mendengar pemberian materi oleh guru ❖ Menyimak, (<i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan</i>

	<p><i>pantang menyerah (Karakter)</i></p> <ul style="list-style-type: none"> ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
Mengorganisasikan Peserta Didik	<p>Critical Thinking (Berpikir Kritis):</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
Membimbing Penyelidikan Individu Dan Kelompok	<p>Collaboration (Kerja Sama):</p> <ul style="list-style-type: none"> ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang materi
Mengembangkan Dan Menyajikan Hasil Karya	<p>Communication (Komunikasi)</p> <ul style="list-style-type: none"> ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	<p>Creativity (Kreativitas)</p> <ul style="list-style-type: none"> ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemicu kepada siswa

	berkaitan dengan materi yang akan selesai dipelajari
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C. Tujuan Pembelajaran

3. Pertemuan Ketiga

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Memahami fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda

LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (10 menit)	
Orientasi	Penguatan Pendidikan Karakter , Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Apersepsi	Mengaitkan materi/ <i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/ <i>tema/kegiatan</i> sebelumnya,
Motivasi	Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. Apabila materi tema// projek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi yang dipelajari
Pemberian Acuan	<ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (60 menit)	
Orientasi Peserta	Literasi

<p>Didik Kepada Masalah</p>	<ul style="list-style-type: none"> ❖ Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian pada materi melalui pendekatan saintifik (mengamati, menanya, mengumpulkan informasi eksperimen, mengasosiasikan mengolah informasi, mengomunikasikan) ❖ Melihat (tanpa atau dengan alat) <i>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> ❖ Mengamati <i>(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi) <i>materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan materi</i> ❖ Mendengar pemberian materi oleh guru ❖ Menyimak, <i>(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</i> ❖ Siswa diminta untuk mengamati dan menganalisis gambar tersebut dan mengaitkannya dengan hasil bacaan mereka dan menuliskan hasil pengamatannya.
<p>Mengorganisasikan Peserta Didik</p>	<p>Critical Thinking (Berpikir Kritis):</p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi ataupun gambar yang disajikan dan akan dijawab melalui kegiatan belajar
<p>Membimbing Penyelidikan Individu Dan Kelompok</p>	<p>Collaboration (Kerja Sama):</p> <ul style="list-style-type: none"> ❖ Peserta didik dibentuk dalam beberapa kelompok untuk mempraktikan, mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi tentang

	materi
Mengembangkan Dan Menyajikan Hasil Karya	Communication (Komunikasi) <ul style="list-style-type: none"> ❖ Peserta didik mempresentasikan hasil diskusi kelompok secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan tentang materi dan ditanggapi oleh kelompok yang mempresentasikan,. ❖ Peserta didik mengamati dan memberi tanggapan terhadap hasil presentasi kelompok lain.
Menganalisa & Mengevaluasi Proses Pemecahan Masalah	Creativity (Kreativitas) <ul style="list-style-type: none"> ❖ Guru dan Peserta didik menarik sebuah kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan tentang materi yang dipelajari ❖ Peserta didik bertanya tentang hal yang belum dipahami atau guru menyampaikan beberapa pertanyaan pemacu kepada siswa berkaitan dengan materi yang akan selesai dipelajari

PENILAIAN

Penilaian Sikap : Observasi selama kegiatan berlangsung

Penilaian Pengetahuan

Penilaian Keterampilan

**Mengetahui,
The English Teacher**

**Bengkulu,
The Research**

june 2020

**Ponda Sari Setiawati.
NIP.**

**Nur Anggolah
NIM : 1416232938**

Complete the following sentence by choosing a,b,c or d.

Read the following text to answer questions 1 to 3.

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.

My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

1. What does the text tell us about?
 - a. The backpack's material.
 - b. The parts of the backpack.
 - c. The writer's new backpack.
 - d. The writer's favorite color.

2. How many parts does the backpack have?
 - a. One part.
 - b. Two parts.
 - c. Four parts.
 - d. Three parts.

3. Where does the writer put his water bottle? In the..part of the backpack....
- first
 - third
 - fourth
 - second

The following text is for questions 4 to 7.

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There IS a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

4. The text mainly tells us about . . .
- the furniture in the writer's bedroom
 - the kinds of furniture in a bedroom
 - the bed in the writer's bedroom
 - the writer's bedroom
5. What is the bed like?
- A cozy wooden bedroom.
 - In the center of the room.
 - Nice and large.
 - Small but nice.
6. Where is the location of the desk lamp?
- On the table.
 - Next to the bed.

- c. Next to the table.
 - d. Behind the alarm clock.
7. What is the function of the alarm clock?
- a. To give information about the weather.
 - b. To wake the writer up in the morning.
 - c. To make the writer sleep.
 - d. To tell the time to sleep.

The following text is for questions 8 to 11.

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

8. How many gradations of colors does the cat have?
- a. One.
 - b. Two.
 - c. Four.
 - d. Three.
9. What does Milo do if he catches the yarn?
- a. He eats it.
 - b. He kicks it.
 - c. He throws it.
 - d. He gets on the yarn.
10. What is the text about?
- a. Instructions to have a cat.
 - b. A description of cats in general.

- c. A description of the writer's cat.
 - d. A story about a cat's adventure.
11. What does the word "pricey" mean?
- a. Cheap.
 - b. Expensive.
 - c. Reasonable.
 - d. Economical.

The following text is for questions 12 to 15.

I have a best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

12. What does Arkan look like?
- a. He is fat and wears a pair of glasses.
 - b. He is short with curly hair.
 - c. He is fat and short.
 - d. He is tall and thin.
13. When does the writer usually play PlayStation?
- a. In the afternoon from 2 to 4.
 - b. After reading books.
 - c. In his spare time.
 - d. After studying.
14. How old is the writer?
- a. 11 years old.
 - b. 12 years old.
 - c. 13 years old.
 - d. 14 years old.

15. Which the statement is TRUE according to the text?
- Arkan is a polite boy.
 - The writer wears glasses.
 - The writer does not like playing PlayStation.
 - Arkan always plays PlayStation in the evening.

The following text is for questions 16 to 19.

Ayu Okvitawanli is one of the people recorded in MURI (Museum Rekor Indonesia). Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled *Siapa Pembunuh Mistenus Itu?* This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are science maths and English. Her favorite writers are N.H. Dini, J.K. Rowling and the queen of detective stories, Agatha Christie.

16. Ayu is recorded in Muri because...
- she is the youngest novelist in Indonesia
 - she is a fan of N.H. Dini
 - she likes reading
 - she likes science
17. What does Ayu's novel tell about?
- Science in murders.
 - Mysterious murders.
 - The youngest novelist.
 - The mystery of a novel.
18. What subjects does Ayu like?
- Maths.
 - English.
 - Maths and English.
 - Maths, English and science.
19. How many writers does Ayu like?

- a. One.
- b. Two.
- c. Four.
- d. Three.

The following text is for questions 20 to 23.

My name is Jonathan. I live in Cape Town, South Africa. Let me tell you about my daily activities.

I always go to school early in the morning, but I hardly ever go home early because I always go to school and return home on foot. My school is about seven kilometers from my house. The bus fare is too expensive for me.

After school, most of my friends practice African dances, but I cannot join them because I have to help my parents. I must get water from a well and babysit my sisters. I have two sisters. Sometimes, I do my homework in the evening, but at other times I'm too tired to do it.

20. The text mainly discusses...
- a. Jonathan's activities in the morning
 - b. Jonathan's daily activities
 - c. the expensive bus fares
 - d. Cape Town
21. Which of the following statement is not true?
- a. Jonathan has two sisters.
 - b. Jonathan lives in South Africa.
 - c. Jonathan always studies in the evening.
 - d. Jonathan's school is far from his house.
22. What does Jonathan do after school?
- a. He practices dancing with his friends.
 - b. He plays with his friends.
 - c. He does his homework.
 - d. He helps his parents.

23. Why does Jonathan always come home late?
- He practices dancing with his friends.
 - He returns home on foot.
 - He babysits his sisters.
 - He walks very slowly.

The following text is for questions 24 to 25.

This man works when we sleep at night. He uses a big telescope to help him. He is Taufiq Hidayat. He is an astronomer. From Monday to Saturday, Taufiq goes to Bosscha Observatory, Lembang. He uses a big telescope and a computer to observe the stars. Then, he uses maths and physics to create theories.

24. What does Taufiq Hidayat do?
- He is a maths teacher.
 - He is an astronomer.
 - He is an astronaut.
 - He is a pilot.
25. Where does he work?
- At Bosscha Observatory, Lembang.
 - In outer space.
 - At a laboratory.
 - On the Moon.

Key Answers

Pre-Test		Post-Test	
1.C	21.C	1.B	21.D
2.D	22.D	2.B	22.C
3.B	23.B	3.B	23.D
4.D	24.B	4.D	24.B
5.C	25.A	5.A	25.A
6.A		6.C	
7.B		7.A	
8.B		8.C	
9.C		9.D	
10.C		10.A	
11.B		11.D	
12.A		12.B	
13.C		13.B	
14.C		14.D	
15.A		15.B	
16.A		16.A	
17.B		17.C	
18.D		18.B	
19.D		19.B	
20.B		20.B	

DOCUMENTATION OF RESEARCH



Documentation of the Distribution of Research Questions Using Think Aloud Pre-Test and Post-Test



Documentation when Asking Questions with Students'

DOCUMENTATION OF TRY OUT



Documentation of the Learning Process Question and Answer Practice Questions when doing the Pre-Test before Using Think Aloud Strategy



Students Documentation when Finished Answering the Pre-Test Questions